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ABSTRACT

The program is designed to help provide the extra help with schoolwork that educationally and economically disadvantaged children need. The project has study centers in every low-income neighborhood in Sacramento, opened at the request of an organization or agency in the area, and staffed by volunteer tutors contribute one to two hours per week to one or a few children. Teacher aides provide individual help to the child under the guidance of the teacher. This allows for more effective use of the professional teacher and for the utilization of special skills that aides bring to the classroom. Coordinating the entire project is the central staff whose role is to: advise sponsors of the organization of centers; recruit, train and place supervisors and volunteer tutors; develop tutor and supervisor guides and materials; provide supplies and books from the project budget; maintain central records and bookkeeping; and, evaluate the project each year. (Authors/JM)

ED 060164

The Neighborhood Study Center Teacher Aide Program

1969-1970 EVALUATION

Community Services Planning Council
1010 24th Street • Sacramento, California 95816

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NEIGHBORHOOD STUDY CENTER AND TEACHER AIDE PROGRAM

1969-1970 Evaluation

TABLE OF CONTENTS

	Page
INTRODUCTION	1
PROGRAM OPERATION	3
Operational Goals and Results	
PROGRAM EVALUATION	12
Neighborhood Study Centers	12
Teachers Aide Program	17
SUMMARY	20
TABLES	
I Number and Kind of Supervisors	6
II Number and Source of Volunteers	6
III Enrollment and Attendance	8
IV Grade Level Breakdown	9
V Ethnic Distribution	9
VI Teacher Aide Statistics	10
EXHIBITS	22
Commendations	

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NEIGHBORHOOD STUDY CENTER AND TEACHER AIDE PROGRAM

INTRODUCTION

THE PROBLEM

In Sacramento - or in any other city in the country- large numbers of children are not learning within the existing educational structure. A high percentage of these children live in poverty neighborhoods. A variety of reasons explain this failure to learn. Frequently the educational methods of the school and the student's learning styles are incompatible. The educational system was largely designed for middle class youngsters. Youngsters of low-income families and neighborhoods are often the inadvertent victims of inappropriate teaching methods and of their own culture. Frequently such children come from homes in which the parents do not reinforce what they have "learned in school." Often they receive no help with schoolwork from their parents. Parents are too tired or too busy or the products of inadequate education themselves; they do not have the knowledge to help their child negotiate the educational system successfully. The children many times live in overcrowded homes, find no encouragement or place to study. Teachers, having crowded classrooms, haven't the time to devote individual attention to each student. Consequently, thousands of children in Sacramento struggle through part of the educational system without having really learned.

A PARTIAL SOLUTION

THE NEIGHBORHOOD STUDY CENTER AND TEACHER AIDE PROGRAM is designed to help compensate for disadvantages under which these children struggle by providing them extra help with their schoolwork.

Neighborhood Study Centers

The project has study centers in every low-income neighborhood in Sacramento, staffed by volunteer tutors who contribute one to two hours per week to one or a few children. Tutors provide individual attention to the students; they provide some help with homework; they impart some encouragement to the student about his ability to do school work; they inspire some confidence in the student that someone does care and is willing to help.

The program is structured to enable the area residents to solve their own problem. Centers are opened at the request of an organization or agency in the area. Once established, the center is autonomous as to supervision and specific program. Each center is supervised and directed by neighborhood residents or teachers, paid by the project funds, with the project staff serving in a consulting and coordinating role. In addition to paid supervisors and assistants, high school and college students and community

people serve as volunteer tutors at the invitation of the neighborhood sponsoring agency or organization and under the direction and supervision of a neighborhood resident.*

Most centers are open at least two afternoons or evenings per week; some are open one hour per session, others for one and one-half or two hours. Centers are sponsored by churches, settlement houses, neighborhood organizations and schools. Study Centers are not intended to be an alternative to the educational system. They do provide some assistance; they do give some hope to thousands of Sacramento school children.

Teacher Aide Program

The teacher aide component of the program makes possible individual help to the child by a volunteer under the guidance of the teacher. In addition, it provides the opportunity for more effective use of the teacher as a professional and for utilization of special skills that aides can bring to the classroom. All of these enrichments to the classroom contribute to the increased educational achievement of the child.

Central Coordination

Coordinating the entire project is the central staff. This staff consists of a Director, a half-time Coordinator, a half-time Assistant Coordinator and a Secretary. The central staff advises sponsors of organization of centers; recruits, trains and places supervisors and volunteer tutors; develops tutor and supervisor guides and materials; provides supplies and books from the project budget; maintains central records and bookkeeping; and evaluates the project each year.

Funding

The project is financed by a combination of 75% federal and 25% local funds. The federal portion comes from The Department of Health, Education and Welfare through a contract with the Sacramento Board of Supervisors, and is coordinated by the Community Services Planning Council, the agency to which the Sacramento Board of Supervisors has delegated funds for the operation of the project.

Advisory Committee

Serving in an advisory capacity to the project is the Education Division of the Community Services Planning Council. The committee includes representatives from target poverty areas, minority group organizations, cooperating school districts, colleges which supply tutors, sponsors of study centers and other agencies concerned with services for disadvantaged children. The committee and individuals from the committee are available to advise staff on policies, training methods, study aides, budget and other problems which may develop.

*Mrs. Eltezer Moten, Supervisor of the Christ Temple Center, --"You as a sponsoring agent share the success of our center and I do thank you for your kindness and the help of sending tutors to us. You have gained teamwork of many people and in our center the adoption plan that you created for study centers, I hope, resembles your original plan."

PROGRAM OPERATION - 1969 - 1970

OPERATIONAL GOALS

In attempting to meet its goal of improving the educational resources available in the low-income areas of Sacramento, the Study Center-Teacher Aide Project worked under six operational objectives.

I. To help schools, churches, settlement houses, and neighborhood councils to organize, and operate study centers in low-income neighborhoods.

II. To help recruit, train, and place supervisors in the study centers.

III. To help recruit, train and place tutors in the centers each semester.

IV. To provide assistance with school work to approximately 2000 children needing it.

V. To coordinate a Teacher Aide Program by recruiting and placing aides in schools having a special program for disadvantaged children.

VI. To cooperate with other social agencies concerned with the problems of disadvantaged children.

RESULTS OF OPERATIONAL GOALS

The above mentioned operational objectives were met and results summarized as follows:

Operational Goal No. I

To help schools, churches, settlement houses and neighborhood councils to organize and operate study centers in low income neighborhoods.

34 study centers operated in the fall semester and 30 in the spring in 20 neighborhoods with high concentrations of low income families. In the fall, 2 new centers were opened; Elkhorn, to replace the Washington-Yolo Center because the children using the center had been moved to the Elkhorn school in the same neighborhood. The Sylvan Center in Citrus Heights replaced the Holy Family center in the same area as it was a better location and facility. This center was open both afternoon and evening. In the spring, one new center opened in the Florin area. This was in response to a community need and request.

Four centers were closed second semester. Two were closed because the supervisors and programs were ineffective. The other two were closed because of the lack of community and agency support.

NEIGHBORHOOD STUDY CENTERS
Coordinated by:
Community Services Planning Council
1010 24th Street
446-6771

AFTERNOON	TIME	DAYS
AIRPORT AREA		
Maple School (3301 37th Ave.)	3:30-4:30	MT&W
BRODERICK		
Elkhorn Village School (704 Cummings Wy.)	3:30-4:30	T&Th
BRYTE		
Bryte (637 Todhunter)	3:30-4:30	W
CITRUS HEIGHTS		
Sylvan School (7137 Auburn Blvd.)	3:30-4:30	T&Th
DEL PASO - ROBLA		
Bell Ave. (1900 Bell Avenue-Not Bell St.)	3:30-4:30	M&W
Del Paso (3645 Taylor)	3:30-4:30	T&Th
North Avenue (1218 North Avenue)	3:30-4:30	T&Th
Robla (5248 Rose Street)	3:30-4:30	M&W
FAIR OAKS		
Fair Oaks Presbyterian Ch.(11427 Fair Oaks Blvd.)	3:30-4:30	W
GARDENLAND		
Stanford Settlement Center (360 Wilson Ave.)	3:30-5:00	W
ELDER CREEK		
Elder Creek (7934 Lemon Hill Ave.)	3:30-4:30	T&Th
NORTH SACRAMENTO		
Fairbanks School (227 Fairbanks Ave. N.S.)	3:45-4:45	T&Th
OAK PARK		
Donner (Stockton Blvd. & 8th Ave.)	3:30-4:30	T&W
Ethel Phillips (2930 21st Ave.)	3:30-4:30	MW&F
Oakridge (4501 Sacramento Blvd.)	3:30-4:30	T&Th
SOUTHSIDE		
Jededish Smith (401 McClatchy Way)	3:45-4:45	M&W
William Land (11th & U St.)	3:30-4:30	T&Th
Holy Angeles (7th and T St.)	9:00-10:00	M thru F
	2:00-3:00	M thru F

EVENING	TIME	DAYS
DEL PASO-ROBLA AREA		
Allen Chapel (1239 Grand Ave.)	7:00-9:00	M&Th
Fairbanks School (227 Fairbanks Ave. N.S.)	7:00-9:00	M&Th
THORNTON		
Thornton Old Library (Thornton Rd.,Thornton)	7:00-9:00	T&Th
GLEN ELDER-ELDER CREEK AREA		
Camellia (7400 Elder Creek Rd.)	7:00-8:30	T&Th
Elder Creek (7934 Lemon Hill Ave.)	7:00-8:30	M&W
NORTH HIGHLANDS AREA		
North Highlands (3801 Stephens Dr.)	7:00-9:00	T&Th
OAK PARK AREA		
Women's Civic Improvement Center (3555 3rd Ave.)	7:00-8:30	M&W
ORANGEVALE		
Louis Pasteur (8935 Elm Ave.,Orangevale)	7:00-9:00	T&Th
SOUTHSIDE		
Holy Angeles (7th & T Street)	7:00-8:30	M&Th
Christ Temple (1619 R Street)	7:00-8:30	T
DOS RIOS-WASHINGTON AREA		
Dos Rios Administration Bldg. (321 Eliza St.)	5:00-7:00	M&W
Washington Neighborhood Center (16th & D St.)	7:00-9:00	MTW&Th
SPECIAL		
Boy's Ranch (Sloughhouse) (Tutor must be 21 years of age or over)	7:00-9:00	M
CITRUS HEIGHTS		
Sylvan School (7137 Auburn Blvd.)	7:00-9:00	M
FLORIN AREA		
Christian Reformed Church (1390 Florin Road)	7:00-9:00	M&Th

Operational Goal No. II

To help recruit, train, and place supervisors in the centers.

Supervisors and assistant supervisors were recruited from, recommended by, and hired in cooperation with the neighborhood councils, the sponsoring agency, neighborhood schools, and project staff. This means of recruitment has been one of the most successful aspects of the program in developing neighborhood leadership and direction and promoting neighborhood participation in the study center program. Supervisors are the key to the study center and have a variety of functions in the center - to be responsible for the direction of children, tutors, the facility, materials, and the programs of the centers. Supervisor guides were developed by staff that outline the supervisors role and responsibilities. (See exhibit number 1.)

New supervisors were given individual orientations by project staff, and the project assistant coordinator visited each of the centers regularly to assist supervisors with whatever problems they felt they needed help with. In addition, periodic supervisors meetings were held during the year, at which the project staff reported on the overall state of the program and invited discussion by the supervisors about their concerns.

Table 1 (below) is a breakdown of the number and kind of supervisors each semester.

TABLE I

	Fall Semester	Spring Semester
Teacher supervisors	8	6
Neighborhood supervisors	20	17
Assistant Nbrhd. supervisors	11	11
Non-resident supervisors	5	5
Volunteer supervisors	2	2
Total	44	41

Operational Goal No.III

To help recruit, train and place volunteer tutors in the centers each semester. This objective was clearly met both semester, as the following table indicates:

TABLE II

Number and source of volunteers each semester

	Fall	3pring	Total
College	830	643	1473
High School	75	113	188
Community	60	57	117
Total	965	813	1778*

Some tutors were recruited to the program by notices in the college newspapers, metropolitan newspapers, and radio and television announcements. Most of the tutors, however, were recruited by the staff in

*These figures include approximately 300 volunteers who worked as classroom teacher aides.

talking to college classes. Professors invited project representatives to speak with approximately 300 classes at Sacramento State College, Sacramento City College and American River College. The staff found that using persons who had tutored in the centers was a very effective means of recruiting tutors. Many instructors felt the Study Center experience was of such value to their students that they gave class credit for working in a center. Such classes included anthropology, sociology, social welfare, corrections, education and psychology. In some cases term papers about the student's tutoring experience were writted in lieu of other requirements.

Orientations for tutors were held every afternoon and evening the week preceding the opening of centers. They were scheduled at a time and place most convenient to the tutors. As many as three sessions at three different locations were conducted simultaniously. This was all done to assure the availability of the volunteer. The orientation was conducted jointly by the project staff and the center supervisors. Orientations have been held by supervisors alone, but in most instances, this has not proven to be satisfactory. At orientations, tutors were given tutor guides, which dealt with the general philosophy of the program and specific tutoring techniques. (See exhibit number 2)

Additional training was provided for the tutors by the supervisors during the course of the semester. Supervisors assisted and advised tutors on the job about problems which developed. Tutors and the supervisors met for discussion sessions after the center session was over. At many centers this was done on a regular basis. At the Bell Avenue center, tutors elected officers and kept official minutes of the meetings. Most tutors felt these sessions were particularly useful in resolving problems and in finding and utilizing new tutoring techniques.

Operational Goal No.IV

To provide assistance with schoolwork to approximately 2000 children needing it. A total of 2327 students enrolled in the program during the school year. Approximately 50% of those enrolled attended on a regular basis. Table III below, indicates enrollment and attendance by center.

TABLE III

Enrollment and Attendance in Neighborhood Study Centers

October 1969 to June 1970

	Enrollment	Aver.Attn. Per Session
Allen Chapel	86	33
Bell Avenue	62	25
Boys Ranch	66	29
Bryte	20	5
Camellia	98	50
Christ Temple	107	70
Del Paso	58	15
Donner	67	52
Dos Rios	121	45
Elder Creek (afternoon)	58	37
Elder Creek (night)	105	81
Elkhorn	57	31
Ethel Phillips	140	70
Fairbanks (afternoon)	97	30
Fairbanks (night)	123	75
Fair Oaks Church	62	40
Florin Area	52	42
Holy Angels	30	15
Kyles	17	8
Louis Pasteur	50	15
Jed Smith	46	25
Maple	70	40
North Avenue	30	15
North Highlands	60	42
Oak Ridge	72	45
Robla	35	20
Sylvan (afternoon)	62	22
Sylvan (night)	48	18
Stanford Settlement	60	20
Thornton	52	42
Washington Neighborhood	100	22
William Land	106	40
WCIC	111	40
TOTALS	2327	1159

The following two tables give a breakdown of those attending the study centers according to grade level, and according to ethnic distribution.

TABLE IV

Grade level breakdown of study center students

	Number	Per Cent
Elementary/primary students	1629	70
Junior high students	570	24.5
Senior high students	105	4.5
Adult students	23	1
TOTALS	2327	100%

TABLE V

Ethnic distribution of study center students

	Number	Per Cent
Anglo-Caucasian	743	31.9
Mexican-American	582	25
Black	915	39.3
Oriental	87	3.8
TOTALS	2327	100%

Students were informed about and attracted to the center by classroom teachers, notices distributed in the schools, church bulletins and flyers distributed door-to-door throughout the neighborhood and referrals by other social agencies such as probation and welfare.

Many centers had special programs for their students including sewing, drama, crafts, trips and parties. Twenty four (24) centers had at least one party, six (6) took their tutees on trips to the zoo, to the theatre, Sacramento State College Campus, American River College Campus, Davis Campus, the mountains and parks.

The Camellia-Elder Creek Study Centers annual Christmas party has become a gala annual affair. This year over 300 persons attended including children, parents, tutors, and supervisors from many of the other centers, the mayor, a city councilman, the Superintendent of the Sacramento City Schools and other dignitaries. Local merchants, organizations and neighborhood residents donated and prepared the food and gifts. This was the neighborhoods way of saying "thank you" to the tutors.

Operational Goal No. V

To coordinate a Teachers Aide Program by recruiting and placing aides in schools having special programs for disadvantaged children. Approximately 300 such aides were recruited during the year and donated a total of 12,960 hours of their time. They were assigned to 28 different schools to work with 116 teachers in compensatory education programs in the Del Paso, Sacramento City, North Sacramento, Robla and Catholic School Districts. The volunteers were assigned upon request by a teacher to assist a minimum of one half-day per week. They performed a variety of services needed by the teachers in order to allow more individual time with the children. Although the initial response by the schools to this kind of assistance was hesitant, after four years experience, the administration and the teacher's response was most enthusiastic. The only limitation on placement of these aides is the availability of the volunteers.

Table VI below is the statistical information regarding the Teacher Aide Program.

TABLE VI

School	Location	No.of teachers using Aides	No. of Aides	Total No. Hours
Bell Avenue	1900 Bell Avenue	2	12	284
Bella Vista	8301 Madison Avenue	2	12	238
Bret Harte	3238 Franklin Blvd.	6	18	468½
Caleb Greenwood	5457 Carlson Drive	1	11	274
Camellia	7400 Elder Creek Road	3	18	355½
Del Paso	3645 Taylor	10	20	1146½
Donner School	Stockton Blvd.& 8th Ave.	3	18	1454
Elder Creek	7934 Lemon Hill Ave.	6	20	890
Ethel Baker	5717 Laurine Way	3	5	36¼
Ethel Phillips	2930 21st Ave.	7	10	553
Fairbanks School	227 Fairbanks Ave.	9	17	585
Fremont	24th and N	5	16	4703/4
Garden Valley	3601 Northgate Blvd.	6	15	860
Holy Angeles	7th and T Street	6	25	592½
Holy Family	7817 Old Auburn Road	1	2	24
John Muir	5201 Strawberry Lane	1	2	30
Maple School	3301 37th Avenue	9	18	1238
Marshall	27th and G	8	10	891½
North Avenue	1218 North Avenue	1	3	68
St. Francis	25th and K	1	6	30
Sierra	2791 24th	6	18	672
Will C. Wood	6201 Lemon Hill Ave.	2	7	40
William Land	11th and U	10	16	792
Newton Booth	2620 V	1	2	88
Sacred Heart	3933 I	3	4	84
Gardenland	450 W. El Camino Ave.	1	1	56
Lincoln	418 P Street	1	9	636
Rancho Cordova	2562 Chasella Way	2	8	71
Sutter	3150 I	1	1	32
TOTALS		117	334	12,960

Operational Goal No. VI

To cooperate with other social agencies concerned with problems of disadvantaged children.

In addition to the close working relationship established with neighborhood organizations and residents, (See Neighborhood Study Centers, page 1,) the project staff maintained very cooperative relationships and referral channels with Probation, Public Health, YMCA, Nurses, Youth Opportunity Center, Welfare Department, Schools and other agencies dealing with the general problems of improving services to the culturally different children from low income families. Agency personnel dealing with these families had study center rosters and made referrals either through the central office or directly to the supervisors. Representatives of these agencies were members of the Education Division of the Community Services Planning Council which served as the advisory committee for the program.

Staff worked in close cooperation with the administration and staff of schools in ten different school districts. This harmonious relationship was essential to a quality program as the schools were involved with the program in a variety of ways; sponsoring centers, consulting and advising center personnel, receiving teacher aides, referring children and supplying tutors. At the request of the Probation Department, staff worked out a special tutoring program with Bella Vista High School for foster family children.

Staff from individual study centers also worked with their neighborhood school in a variety of ways. In twenty seven (27) of the thirty four (34) study centers, children were interested in coming to the center thru school contacts, teacher or principal recommendation and notices and announcements by the school.

There has been a noticable increase in the number of study center referrals and requests for private tutoring from other agencies this past year. With the decentralization of the Welfare Offices, welfare workers are more aware of the resources and services available for their clients. The North Highlands Welfare Office suggested to the staff the need for a study center in the Highlands area. There is now a study center in the area manned by volunteer tutors. In the same way, the Madison Avenue Welfare Office, with the cooperation of the staff, organized the study center now in operation in Fair Oaks. Negotiations are now in progress between the Rio Linda Office and the staff to open a study center in that area in the fall.

EVALUATION

EVALUATION FORMAT

THE NEIGHBORHOOD STUDY CENTER - TEACHER AIDE PROGRAM operated on a large scale, involving approximately 1800 volunteers working as tutors in 30 to 34 study centers as teacher aides in 116 different classrooms and serving thousands of students each week for nearly eight months. Success in setting up and administrating the program, however, and its effectiveness in improving educational performance of low-income children are separate questions. Therefore, in order to evaluate the effectiveness of the program, separate questionnaires were developed for the study center tutors, students, supervisors and for teacher aides and teachers working in the classroom. (see exhibits)

In addition to statistical and individual program information, these questionnaires were intended to assess the effectiveness of the tutor and teacher aide and the general effect of the program in meeting the educational needs of the student.

Volunteers were also asked to comment on the personal benefits of their experience and to ive suggestions for program improvement. This format for evaluation was designed to produce some idea as to the value of the program and suggestions for its improvement.

EVALUATION RESULTS

Neighborhood Study Centers

Evaluation by Supervisors (see exhibit)

A questionnaire was developed for the supervisors working with tutors to report statistical information for each center, to assess the effectiveness of tutors and the general effect of the program in meeting perceived student needs.

Nature of sample

All 30 supervisors were asked to evaluate - all responded

Responses

1. Study center supervisors were asked to assess the reasons for students attending centers and if these needs were met. "Help with homework or basic skills" and "The individual help received" were judged by a large majority of the supervisors as the major reasons for center attendance and the areas where the tutors were very effective. See results of the questionnaire below.

Do you feel the children attending the center came for:

a. Help with homework or basic skills	24
b. The individual attention received	24
c. A place to study	17
d. Social reasons	15
e. Reference materials (dictionary,etc.)	4
f. Other	3

Please indicate your appraisal of the effectiveness of the tutors in helping to serve the following needs of the students:

	very effective	moderately effective	not effective
a. Individual attention	25	5	
b. Help with homework	23	6	
c. As a model	23	7	
d. A positive personal experience	21	6	
e. Motivation	14	14	1
f. Experience enrichment	13	11	1
g. Interest in school	10	20	
h. Improvement in study habits	9	16	
i. Academic achievement	7	18	
j. Improvement in self image	7	17	1

2. All supervisors praised the dedication and work of the tutors and gave specific examples of their efforts. Many tutors took a special interest in the children outside of the center program; taking them on trips, to their homes, finding special material to help with their schoolwork. Several tutors "did not miss one session all year" and "many missed only a few." The tutors from the University of California at Davis drove from Davis every week to tutor in the center and in May took 150 children to Picnic Day at the campus.

   Many supervisors noted that tutors were particularly successful in drawing out the shy withdrawn child and in positively directing the restless non-productive child. They found these kinds of behaviorial changes did have a positive effect on the child's attitude toward himself and his schoolwork, resulting in a definite improvement in his academic achievement.

   "The tutors were very active with our youngsters - they took them on field trips and gave them lunch out of their own money. They have been the key success of our center."

   "I am very impressed and proud of my tutors. Each has had a vital role in the growth and development of the center. The success of the center has been primarily a product of their concern and interest in the children."

   "They were a fine group."

3. Supervisors were asked to make suggestions for program improvement.
   -Most supervisors felt more tutors were needed, expecially specialized tutors.
   -Some expressed the desirability of having the same tutors for the entire year.
   -Again, as in previous years, many supervisors expressed the need for more communication and cooperation with the schools in making the content of the center program relevant.

Evaluation by tutors (see exhibit)

A questionnaire was developed for tutors to determine, in their view, the effectiveness of the various facets of the program and ideas for improvement.

Nature of sample

500 questionnaires were distributed to study center tutors - 286 were returned.

Responses

1. Response to questions concerning the center activities and operation was as follows:
   -A majority of the tutors worked with the same mutually selected child on a fairly regular basis and felt this was the most effective and satisfying arrangement.
   -In more than half of the centers, tutors and supervisors regularly held after session discussions regarding center operation, problems and programming. Participants found this practice very benefical.

   When asked what helped them become effective in tutoring, the majority of tutors (191) responded, "The actual study center experience." Other answers to the same question rated as follows:

a. Actual study center experience	191
b. Supervisor	92
c. Orientation	57
c. After center discussion sessions	57
d. Volunteer guide at orientation	31

   The individual relationship between tutor and child was ranked highest by the majority of the tutors when asked: "What aspect of the center helped produce the most effective results for the children?"

a. Individual relationship between tutor and child	207
b. Supervision of center	50
c. Center program content	27

2. Tutors were asked to evaluate the effects of the program to the children and themselves.

   Tutors cited the following specific examples of positive effects of the program to the children:
   -A large number of the tutors referred to examples of improvement in students' behavior, their attitude toward themselves and their education. These behaviorial and attitudinal changes invaribly resulted in improvement in academic achievement. They attributed the success to the individual attention possible in the center.

-"The individual attention given the child was in many cases the little extra so necessary to keep him from dropping out."
-New friendships and inter-cultural and interracial communication was benefical to all.
-Specific incidents of improvements made by students in math, reading and spelling were cited.
-"The study center has motivated the younger adults (married) to return to complete high school and college. It has also motivated many people from 35 through 50 to return to school." (Mrs. E. Moton, Supervisor from Christ Temple.)

Tutors were most enthusiastic when discussing, "In what ways did you benefit from this experience?"

-"To turn a child from frustated scribbling to contented coloring, to know that he's written his own name for the first time or completed a letter to his teacher is my 'benefit'."
-"It gave me much satisfaction to help these students. I see so much hope and potential in them; I only hope that each of them will be able to pursue their goals."
-"I have learned a lot about people and how their environment affects them. I have gained a lot more tolerance and awareness of people of all races and colors. It has furthered my love and trust for people."
-"Yes, I'm sure I've profited more from tutoring here than any help I could have given. There are kids here I feel exceptionally close to - the stuff we get in the Sociology books has more meaning now---"
-"Will now become a teacher"
-"Better understand complex social and economic problems"
-"Discovered how easy for a student to be neglected"
-"Realize school problems"
-"Feeling of responsibility"
-"I'm needed"
-"Somebody needs me"
-"Adds to my over-all education"
-"The act of getting up off my fat apathy and doing something"
-"Reinforces my wishes to become a teacher"
-"Good feeling of doing something for someone else"
-"I dig it"

3. Program improvements were suggested by the tutors.

In responding to ways of improving tutor effectiveness, tutors made the following suggestions:

a. More knowledge of childs needs and classwork would be most helpful.
b. More tutor training and more guidance and orientation by supervisors is needed.
c. More time spent with children by tutors would be helpful.
d. More tutors - especially from different ethnic groups and specialized tutors, in order to give the individualized attention needed by the child.

When asked to give suggestions for the program in general, the following were suggested:

a. More program planning with school.
b. More communication between schools, supervisors, tutors, parents and neighborhood in general.
c. More publicity to attract both tutors and stuednts who need help.

Evaluation by students (see exhibit)

A questionnaire was developed for students to assess their reasons for attending the center and their feelings regarding the program.

Nature of sample
1000 questionnaires were distributed - 585 completed and returned.

Responses
The majority of the responding students attended the center to receive help with their schoolwork and/or because it was a good place to study. In appraising the effectiveness of the centers, the students responded very positively that the center helped them "do better schoolwork" and "learn new things."

I attended the study center because:

a. It was a good place to study	340
b. I received help with my schoolwork	311
c. I liked the tutor	191
d. It was fun	171
e. My friend came	121
f. My teacher made me	77
g. My teacher recommended it	68
h. My parents made me	48

The study center made me:

a. Do better schoolwork	348
b. Learn new things	334
c. Like school better	128
d. Like people better	81

The best things about the study center were:

a. The new things I learned	269
b. The help	239
c. The tutor	218

I would like the study center better if:

a. There were more new things to do	306
b. There were more materials	209
c. It was quieter	196
d. There were more tutors	170
e. There were more books	141

"It didn't have to go!" wrote one child, meaning he didn't want the center to close for the summer.

Teacher Aide Program

Evaluation by Teachers (see exhibits)

A questionnaire was developed for teachers using teacher aides to report how the aides were used, their effectiveness in meeting needs of the students and their general appraisal of the program.

Nature of sample

116 teachers were asked to evaluate - 82 responded

Responses

1. Teachers were asked how aides were used and if they were helpful. With two exceptions, teachers were very pleased with the aides and enthusiastic about the program in general. A majority of the aides worked directly with children individually or in groups. Aides were also helpful in a variety of other ways:

a. Working with individual children	59
b. Working with groups of children	55
c. Correcting papers	29
d. Preparation of bulletin boards	22
e. Art	13
f. Field Trips	10
g. Story telling	6
h. Music	5
i. Typing	4
i. Physical Education	4
j. Recording grades	2

2. Teachers were asked to appraise the effectiveness of the Teacher Aide in helping serve the following needs of the children:

	Very Effective	Moderately Effective
a. Individual attention	63	9
b. Help with school work	54	14
c. Positive personal experience	52	17
d. Experience enrichment	39	29
d. Improvement in self-image	39	21
e. Motivation	38	20
f. Academic achievement	34	25

Here again as in the study center program, the individual attention and help with schoolwork are the areas where volunteers are most effective.

3. Many incidents were given of academic, social and attitudinal progress made by the student due to the individual attention given by the aides.
   -"Reading improved 1.2 grade levels in six months"
   -"Aides are especially useful in assisting with academics (all areas.)"
   -"Greater interest and understanding of math concepts due to individual attention."
   -"One girl advanced a full year in reading achievement in a six month period and gained confidence."
   -"Especially effective with non-English speaking children."
   -"Giving individual attention because of an additional adult present - two extremely withdrawn, quiet children were brought out of their shells and moved on to a good stage of readiness for first grade."

4. Comments from teachers regarding the program.
   -"I personally have found aides to be invaluable in the classroom. I am extremely grateful for this type of program."
   -"I cannot express adequately the tremendous help your program is - I do hope you will be able to send me volunteers next year."
   -"My aide provided the warmth and individual attention so desperately needed to my sixth graders, especially the boys. Most were able to relate to her and showed marked progress in spelling under her guidance."
   -"The aides need to be convinced that these activities are extremely important and are just the type of thing that a classroom teacher of 30 doesn't have time for in an average day."

Evaluation by Teacher Aides (see exhibit)

A questionnaire was developed for teacher aides to determine, in their mind, the benefits of the program to the children and to themselves.

Nature of sample
168 teacher aides were asked to evaluate - 67 responded.

Responses
1. When asked if they were satisfied with their placement, 61 were highly satisfied and they attributed their satisfaction to the fact they felt needed by the children and the teacher.

2. Aides were asked to comment on "What your volunteer experience has meant to you."
   -"Enjoyed helping children"
   -"Liked being needed"
   -"Good experience"
   -"I feel the hours I spend each week are the most worthwhile spent hours of my entire week. I wish I had more time to offer. I plan to do it again next semester."

-"I couldn't put into words what a wonderful experience it has been. I've learned to cope with problems that I always before was terrified of. I learned to be a little more patient with these children as they are from an "underprivileged" area, but never to feel sorry for them, because I learned that pity weakens them and they find strength to live with what they have only through understanding and encouragement when it is given with a firm hand."
-"Better understanding of the problems of the schools and the disadvantaged child."

3. When asked to comment or give suggestions for the program, their responses were:
-"Excellent program"
-"Training for aides"
-"Training for teachers in use of aides"
-"I'll do my best to spread the worthiness of this program. I've suggested it to friends. I'm sure we volunteers come out learning a great deal more from the children than we ever hoped to teach them. It's great preparation for teaching."
-"I wish I could tell everyone who has spare time what they are missing out on and what they are capable of doing to make so many happy with so little - let alone themselves."

Evaluation by Principals (see exhibits)

Principals were asked to comment on the satisfaction and general reaction of the staff to the program. Without exception, responses were very positive.

-"I would like to see this program be a service to more schools in the greater Sacramento Area. I would be happy to help plan."
-"Most appreciative of your services. We had wonderful volunteers."

SUMMARY

The Neighborhood Study Center - Teacher Aide Program has become a valuable educational resource to the community as illustrated by the foregoing evaluation. This conclusion has been reached after seven years of operation and a broad and thorough evaluation procedure. The views of all persons associated with the program were solicited - tutors, teacher aides, students, teachers, principals and supervisors. Overall, all were affirmative in their judgment of the program.

In addition to providing direct services to the education of low-income children, the program has other benefits, perhaps equally valuable. The centers give neighborhood residents the opportunity to direct a program that is of service to their own community. They broaden their contacts and experience in and out of their own neighborhood; this has opened new opportunities to them, and new lines of communications between ethnic and cultural groups.

The teacher aide program has demonstrated to educators the tremendous value volunteers can be to the classroom and the special skills they can offer to the community. It also educates the volunteer in the problems public schools face, the task the teacher has, and the problems of the child from a disadvantaged home.

In addition, the program offers the opportunity for college and high school students to learn first hand about the issues of racism, poverty, and education; it channels the keenly-felt social concerns of today's students into constructive activity.

Also the program has provided the vehicle through which many agencies, organizations and individuals can work together to help solve a community problem.

Finally, 1800 volunteers contributed approximately 49,960 hours during the past year. Were the financial value of this volunteer time calculated very conservatively at $2.25 per hour, it would be in the range of $112,000. These services have been obtained for an actual dollar expenditure of $36,000.

The evaluation of the 1969 - 1970 program has also brought out suggestions for improvement in the program. After assessing these suggestions, and after seeking out new ways in which the volunteer can provide supportive educational services to the community, we plan to take these steps next year:

1. Additional training for volunteers.
2. Better coordination between the child's tutor and his regular daytime teacher.

3. Shifting of some of the job of tutor recruiting from central staff to the colleges themselves. This can be accomplished by asking student organizations on campus to undertake the recruiting responsibility. It can also be accomplished when instructors make the tutoring experience part of their regular course content.

4. Greater emphasis on individual tutoring, where one tutor works consistently with one child over a period of time.

5. Entrance into the area of adult tutoring. As low income adults return to school and enter training programs, they may be able to use supplemental tutorial services.

EXHIBITS

I Tutor Guide

II Supervisor Guide

III Study Center Evaluation Forms

- Supervisor Form
- Tutor Form
- Student Form

IV Teacher Aide Evaluation Forms

- Principal Form
- Teacher Form
- Volunteer Form

V Commendations

S A C R A M E N T O N E I G H B O R H O O D S T U D Y C E N T E R

V O L U N T E E R G U I D E

A N D

T U T O R I N G T E C H N I Q U E S

Community Welfare Council of the Greater Sacramento Area, Inc.
1010 - 24th Street, Sacramento, Calif. 95816
Phone 446-6771

VOLUNTEER GUIDE

1. The function of the study center volunteer is to help children experience achievement in the way that parents help their own youngsters. The volunteer must show a genuine concern for the students, while helping with homework and basic skills.

2. The ultimate goal of the center program is to help children realize their maximum potential as individuals, recognizing that education is a prime tool in the realization of this goal.

   In order to realize this goal, the tutor must understand that his responsibility is to develop more than just an academic relationship with the child. His responsibility is to help the child develop positive attitudes toward himself, society, and his education. Tutors begin with the child, his views and his concerns.

3. The tutor must show his concern for the child: let him know that "you care". Don't preach. Tutors should encourage and give recognition for any achievement, no matter how small. Many of these children have known too frequent disappointment and failure.

4. There will be children who are not ready for any type of academic endeavor. Tutors should try to help these children find themselves first, and then proceed to try to help them with their schoolwork.

5. Creativity and imagination are necessary in helping youngsters, particularly those who have not responded to standard approaches.

6. The study center atmosphere is relaxed and friendly. Disciplinary policy is flexible, fitting in with efforts to provide a constructive educational experience. Study centers are for all children, and special efforts and patience will be necessary to helping the hostile, disenchanted, acting-out child, in order to avoid study center push-outs.

7. Discipline problems are referred to the supervisors in order that tutors may maintain a friendly, personal, non-judgmental relationship with the child.

8. Tutors should not be discouraged by sessions of little or slow progress; it is the long-range effect of the relationship between the child and a sincerely interested tutor that is the heart of the study center program.

9. A few other things which might prove valuable are:

BE PROMPT. The session will be most productive if tutors are waiting for the students when they arrive.

REGULAR ATTENDANCE is essential.

SIT DOWN with the students. This is not a school, and tutors do not stand nor do children have to raise their hands for help.

INTRODUCE YOURSELF and ask the child's name.

THERE ARE many approaches to the child. Ask him to tell you about his work--what he is doing in school, etc. Do not ask, "May I help you?". He may hesitate to expose his lack of knowledge at the beginning, and it may take time to discover his real problems.

ASK YOUR SUPERVISOR for help with problems of discipline.

BE ALERT to a child's loss of interest in what he is doing. Remember, some children's interest spans may be only 10 or 15 minutes long. Try to change the pace or materials.

REMEMBER TO end the session with some positive and encouraging word about whatever the child has achieved during the session--no matter how seemingly small and insignificant.

R E M E M B E R

Middle class standards of behavior and achievement are not to be used as a basis for value judgments in study centers.

TUTORING TECHNIQUES

READING

Dr. Dolch compiled a list of words which appear in about 60% of the child's reading. Practice these words--they are basic. (See pages 10 and 11).

If a child is reading orally, record all the words he misses on flash cards, so that he can study and practice these words.

In order to increase comprehension, have the child make up sentences using the difficult words in his reading.

We must listen and not talk too much. We must make it possible for new ideas to come from the children, and to recognize the value of their ideas and opinions.

VOCABULARY DEVELOPMENT

Bring a good story to read once or twice a month. Select books that acknowledge the minority child's existence. A list of children's books and records is available at the Community Welfare Council office.

Simply reading the story to the children is not enough. The story can be used as a means of expanding the children's vocabulary. In order to accomplish this, they must have an opportunity to use new words and express new concepts in their own words.

1. Hold up the book and ask the children to tell you what they think the book is about. The cover should give them some ideas.

2. Encourage them to use their imaginations. Don't hesitate to challenge them. Be bold and forthright in your approach.

3. After you have read a story, give several of the children an opportunity to describe what happened. Have the story retold by the children in their own words. (Don't be concerned with the incorrect grammar that can be dealt with in other ways. You don't want to inhibit the flow of words and ideas.)

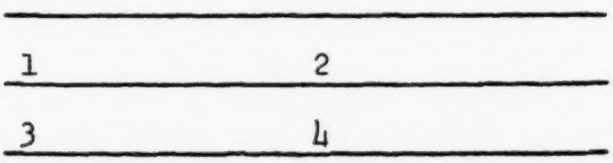
4. Have the children describe the characters in the book--use the words "describe" and "characters". It will help them understand the meaning of "describe" if you say, "I will describe myself. I am....., I have.....," etc.

5. If you are working with a group, let the children describe someone in the group and see if they can guess the person being described. Take the opportunity to expand vocabulary, e.g., "What's another way of saying that?".

6. Some children have a great deal of difficulty determining the sequence of a story. You can ask:

   What happened first?
   W t happened after that?
   What happened next?
   What happened last?

   Discuss the four major parts of the story. They can divide a drawing paper into fourths and number the boxes and illustrate the major parts of the story.



   Encourage the children to write a title for each part. Show them what this looks like on the blackboard, if you have one:

   THE BLACK BEARS

   1. The Forest
   2. The Family Picnic
   3. The Invasion of the Bears
   4. Going Home

   This technique can help give them a sense of organization-sequence-outlining.

7. Bring an interesting picture.

   Have the children make up a story based on the picture.

   You start a story, and have the children finish it.

   Let them decide on a good title for that picture, or for a series of pictures.

   The effect of this, as with Number 3 above, is to get children thinking creatively and verbalizing their thoughts and ideas.

ARITHMETIC

1. Give the children practice reading numbers; e.g., 165, 200, 304, 11, etc.
2. Let them tell you what number comes before and after; e.g., -- 65 --
3. Practice subtraction, addition, and multiplication facts and tables.
4. Remember that before children can successfully divide, they must know how to add, subtract, and multiply.
5. Make a number box by filling a shoe box with numbers on slips of paper. Children pull a number out and read it. Variations on this can be improvised; pull two numbers and add, subtract, etc.
6. Use baseball batting averages to help teach math.

SPELLING PRACTICE, GAMES, ADDITIONAL TECHNIQUES

1. GHOSTS. One member of a group of children begins spelling a word with one letter. The child to his left adds a letter; the child to his left adds another letter; and so on until a complete word is spelled. The person who gives the letter ending a word gets a "G". The person giving the letter ending a second word gets an "H". The first person to get all letters G-H-O-S-T-S loses.

   E.g., member 1 says "a". Member 2 says "d". Member 3 might say "d", in which case he completes a word and gets a "G" on him. He might add, instead of a "d", a "v", thinking of advent, and avoiding getting a "G" on him.

2. Commercial games are also valuable, such as Spill and Spell, Scrabble and Perquackey.

3. GUESSING GAME. The tutor lines up a series of objects, pictures or toys on her desk or on the floor. The children are told to look carefully at all. Then they are told to close their eyes while the tutor or a child removes one. The children open their eyes and guess what is missing. Similarly, the children are asked to remember the objects from left to right. While their eyes are closed one child shifts the order of two or three objects and some of the other children are asked to replace them in correct left to right order.

4. WORD AND PICTURE HUNT. The children open their readers to an assigned page with a picture on it. On paper, the tutor prints a list of words. The children read the words and associate them with the objects in the picture. For example, for a detailed home scene, such words as the following may be printed on paper.

girl	ice cream
children	pink
table	blue
window	dog
chair	mother
cake	baby

This may be either a written or an oral reading exercise. Oral work may be done with a reader. For a written exercise, a picture from an old book, magazine, or newspaper may be used. The children print the word under the object or place a small card with the printed word on it under the appropriate picture.

5. FISHING FOR WORDS. Word cards are folded and the open ends are pinned together with a large straight pin (care must be taken to use steel pins, or hairpins, as a magnet will not pick up ordinary pins). They are then placed in a large fish bowl (or a box). The child throws into the bowl a piece of string with a small magnet attached and pulls out one of the "fish". If he can read the word on the card he may keep it; otherwise, it must be thrown back into the bowl. He may keep a record of the number of words correctly read each day.

6. CARD DRAWING. Print on cards words needing practice. Place the cards face down on the table. Children in the group take turns drawing cards and reading the words printed thereon. If it is misread, a card is returned face down to the bottom of the pack. The winner is the person with the largest number of cards when the stack is gone.

7. AIRPLANE. Draw a spiral path on a sheet of paper, with a hangar at the end of the path. Divide the path into sections in which are printed drill words. Two players have an object representing an airplane and duplicate sets of 1" x 2" cards with the same words that are on the path. The game begins with both airplanes in the lower left space and each player's cards face up. The first player reads the word on his top card. If the word is the same as the one in the first space of the path, his plane is moved to that space. If not, he may not move. His card is placed on the bottom of his deck and the other player takes his turn. The winner is the person whose airplane reaches the hangar first.

8. PICTURE CARDS AND TRACING. For the slower learner this device can be used with modifications as needed. Fewer pictures are given at one time. As the picture side of each card is presented, the tutor pronounces the word under it. The child pronounces the word, and then traces it with his finger. He does this as many times as is necessary to recognize the word shown without the picture.

9. REVERSALS. The child traces over a word with which he has been having difficulty. The word is written in fairly large letters. As he traces over each letter he vocalizes the sound of that letter, making the sound last as long as it takes him to write the letter, thus coming out even at the end of the word with both sound and tracing. Encourage him to blend the sound of one letter into the next.

10. The tutor holds up a card that is covered with a marker or a sheet of paper. The marker is moved slowly to the right, so that letters are exposed in proper sequence.

11. NO NAME SPELLING GAME. Using the students spelling list of words from the Dolch list have the children copy each letter of each word onto a small square. Mix these letters and "deal" them out to each person. Taking turns they may either start a new word or add to an existing word. The first person to use all his cards wins. Be sure to keep the list in front of them where they may refer to it for correct spelling.

12. LOST CHILDREN. The tutor appoints one of the children to act as "police captain". The other children are "policemen". The tutor announces to the police captain that she is "Mrs. Ill" and has lost her children while shopping. The police captain then tells the policemen to hunt for them. Some of the poicemen might look through the "Bureau of Missing Persons", (a box containing a number of words, some of which belong to the ill family). Others might look in the parks (along the window ledges there are more word cards, face down), or in the streets (on the desks or along the blackboard ledge, where there are more word cards). The policeman who finds the most children may be rewarded by a medal or a promotion.

13. INITIAL BLENDS. After initial consonant sounds have been learned, initial blends may be introduced. Tell the children to listen to first sounds in words pronounced. In a natural tone of voice pronounce words like "chilly", "cheese", "chicken", "children", "cheat", "chop", "chimney", "chip", etc. Elicit from the children the sound of ch. Other words with the same sound are given by the children. As the list of blends learned increases, children may draw from a box cards on which are printed words beginning with the blends they know. The child who draws a card gives another word beginning with the same blend as the word he draws.

    After two-letter blends are learned, three-letter blends can be given, such as those in spring, sprain, thrash, thrush, street, etc.

14. RIDDLES. The tutor writes the name of one word family on the paper, such as "ame" family. She says to the children, "I'm thinking of a word that belongs to the 'ame' family. Can you guess what it is?" A child who responds uses paper and either writes a consonant in front of the family, or chooses a letter card from a deck to indicate his guess. For example, the child selects an "l" and says, "Is it 'lame'?" The tutor may then write the word "lame" on the paper, saying, "No, it is not 'lame'." Another child suggests another word in like manner, and is written on the board under "lame", and so on, until the right word is found.

15. The tutor draws five squares on paper. In the left-hand corner of each consonant, and beside each a list of phonograms. The children are asked to give the initial sound and then form the words.

w all	b at	s ail
ay	all	ell
ell	ell	ay
		ame
h at	c all	
all	ame	
ome	at	
	ake	

16. ROTATING WHEEL. Two circles, one smaller than the other, are fastened together through their centers in order to rotate freely. The centers may be fastened by a large brass fastener. Initial consonants are printed on the large circle, and phonograms are placed around the edge of the smaller circle so that different words can be formed. By rotating the larger circle, initial consonants can be combined with the same phonogram. This device can be used to stress initial sounds, common phonograms, final sounds, etc.

17. When a child encounters a new word which he cannot read, the tutor may encourage first reading the rest of the sentence and then coming back to the unknown word. This teaches the child to anticipate meaning. The tutor may say: "Read the rest of the sentence and see whether it will help you know what the word is".

18. OMISSIONS. When a child omits one or more words in reading a sentence, the tutor writes on a paper the sentence as the child reads it. Above this she writes the sentence as it appears in the book. She then asks the child to point out to her the difference between the two sentences. The child is thus made aware of the fact that each word has definite meaning and is of importance in the sentence.

19. The child may be trained to look beyond a word which is troubling him to discover whether the following few words will give him any clue to the meaning of the difficult word. A distinction must be made here between blindly guessing at a word, and the intelligent use of the known words and context clues.

Lem lived on the top of a h_ _ _ mountain.

Tutor: "What word can you think of that begins with "h" that might tell something about the mountain?"

Another method of teaching the intelligent use of context clues is the completion sentence.

R _ _ _ fell from the clouds.

run rain rat roll

20. RHYMES. The children complete orally very short rhymes begun by the tutor. Examples:

We have fun When we _____.

I will buy an apple _____.

After some practice led by the tutor, a few of the children may be able to suggest incomplete rhymes.

21. ORIGINAL WORD BY WORD STORIES. The children sit in a circle. The tutor or a child starts off with a word, such as "Oscar". The next child adds another, repeating the first, as "Oscar was". Each child adds a new word until a complete sentence is given. The game can be continued along this general theme until a complete story about the initial word is given. For a very immature group, it may be advisable to give practice in single sentences before continuity in theme is stressed.

22. STORYTELLING: ROUND ROBIN. The children sit around in a circle. The tutor starts off by saying, "Once there was a little boy." Individual children are called on, each to make up a sentence until a story is completed.

23. STORYTELLING: PICTURE COVER STORIES. Covers of new and old juvenile storybooks may be used for this game. The covers may be those of familiar stories or new stories. The children sit in a circle, the tutor holds up a cover, and the children guess what the story is about if it is new, or tell it if it is a familiar one. Several children are called on to get a variety of stories and ideas. Picture post cards, magazine pictures, and travel pictures may all be used if old covers are not available.

24. ACTING OUT THE NEWS. This game may be played by two or more players. First take a newspaper and decide on a certain page to be used. Then the player who is "It" looks at the page by himself and selects a news item that he will act out. While he is enacting the chosen part, other players look at the newspaper page and try to guess which item is referred to.

25. PLAYING POSTMAN. The children write one another short letters which are delivered by child playing the part of the postman. The children then read to the class the letters they have received. Emphasis may be placed on writing good sentences and observing the "stop signs", the periods, when reading orally.

26. WRITING STORIES. The child writes or dictates his own story, which the tutor prints. The child may then read this story and exchange stories with the other children. Later these stories may be bound into books.

27. CREATING READING MATERIAL FOR OTHER PEOPLE. Children's experience, trips, book reports, or picture interpretations are written down so that other children can read them.

WORD LIST
A. DOLCH BASIC 220 WORDS

a	cold	have	my	stop
after	come	he	no	ten
all	did	help	not	that
am	do	her	of	the
an	don't	here	old	this
and	down	him	on	three
are	eat	his	one	to
around	fast	I	out	too
as	find	if	over	two
at	five	in	play	under
away	fly	into	put	up
be	for	is	ran	was
big	from	it	red	we
black	funny	its	ride	went
blue	get	jump	run	what
brown	give	know	said	who
but	go	like	saw	will
by	going	little	see	with
call	good	look	she	yellow
came	green	make	so	yes
can	had	may	some	you
carry	has	me	soon	your

Harder Half (Should be fixed by the end of Second Grade. These are also known as the Popper Words, Group II)

about	every	long	round	today
again	fail	made	say	together
always	far	many	seven	try
any	first	much	shall	upon
ask	found	must	show	us
ate	four	myself	sing	use
because	full	never	sit	very
been	gave	new	six	walk
before	goes	now	sleep	want
best	got	off	small	warm
better	grow	once	start	wash
both	hold	only	take	well
bring	hot	open	tell	were
buy	how	or	thank	when
clean	hurt	our	their	where
could	just	own	them	which
cut	keep	pick	then	white
does	kind	please	there	why
done	laugh	pretty	these	wish
draw	let	pull	they	work
drink	light	read	think	would
eight	live	right	those	write

B. PICTURE WORDS

The 95 Commonest Nouns (Dolch)

airplane	children	hand	rabbit
apple	coat	hat	rain
baby	corn	head	ring
back	cow	hen	road
ball	dog	hill	school
barn	doll	horse	sheep
basket	door	house	shoe
bear	dress	kitten	show
bed	duck	leg	squirrel
bell	ear	letter	stick
bird	eggs	man	store
birthday	elephant	men	street
boat	eye	milk	sun
book	face	money	table
box	farm	monkey	tail
boy	father	mother	toys
bread	feet	nest	train
bus	fire	nose	tree
cake	fish	paper	wagon
cap	flower	party	watch
car	garden	picture	water
cat	girl	pig	window
chair	grass	pony	wood
chicken	hair	puppy	

NEIGHBORHOOD STUDY CENTER SUPERVISOR GUIDE

Supervisors are the key to a quality study center program. They set the tone, the style, and are responsible for organization of the center. The supervisor's role in the program is related to: Central Staff, Operation of Center Program, Tutors, Children, and Neighborhoods.

1. Central Staff

In order that the program be most effective, it is very important that regular communication is maintained between the central staff and supervisors. Therefore, the following directives are considered of primary importance.

A. Attendance at monthly supervisor-staff meetings--8 p.m. at the SAEOC office, 2009 - 19th Street.

1. At these meetings, supervisors and staff will have an opportunity to discuss the previous month's program, needs and achievements.

2. Discuss and give written reports of tutor and student attendance.

B. During the month, supervisors should report needs to staff as they arise. For example: additional books, supplies or tutors, tutors with particular skills, attendance problems of both tutors and students, etc.

2. Operations of Center Program

A. Opening and Closing of Center

In order to avoid confusion and to make each session most effective, a center should be opened and tutors should be in attendance fifteen minutes before students arrive. Since the facilities are being donated by the various host agencies, supervisors are responsible for preventing property damage and leaving the center in good order at the close of each session. Each center should have the following supplies and books readily available:

Basic Supplies	Supplementary
1. A Dictionary	1. Pleasure Books
2. An Atlas	2. Crayons
3. A Set of Encyclopedia	3. Educational Magazines
4. Pencils	4. Magazines
5. Paper	5. Flash Cards, etc.

B. Student and tutor attendance records should be kept regularly.

1. Tutor or tutees may be asked to help keep records of students attendance. In centers with large attendance,

it may be helpful to have those responsible for this seated at the entrance and check each child as he enters. This way the supervisor is free to see that children are immediately assigned to a tutor and constructively engaged.

2. Tutors should sign in.

C. Discipline

1. The study center atmosphere should be relaxed and friendly. Disciplinary policy should be flexible, fitting in with efforts to provide a constructive educational experience. Study centers are for all children, but special effort and patience should be taken to help the hostile, disenchanted, acting-out child, in order to avoid study center push-outs.

2. Discipline problems should be dealt with by the supervisor in order that tutors maintain a friendly, personal, non-judgmental relationship with the child.

D. Pupil

1. It is important to determine the particular needs of the individual child by conferring with his teacher or parents whenever possible.

2. Pupils should be assigned tutors. If possible, this should be done on child-need, tutor-skill basis. "The heart of the study center program is the pupil-tutor relationship," therefore, it is most important that tutors work with the same children each session when possible.

3. The so called "behavior problem" should be assigned an individual tutor whenever possible, in order to meet his special needs and not eliminate him from the center.

4. Tutor-children groups should be distributed throughout the facility so that each group will have as much privacy as possible.

5. As a general rule pupils should bring a book or homework.

E. Tutors

1. Orientation of tutors is a staff supervisor responsibility. When additional tutors are assigned after the opening orientation, supervisors should be certain that the new tutors are thoroughly oriented and given all brochures.

2. These new tutors should be introduced to the "team" by the supervisor and given an assignment.

3. "Team" meetings should be held regularly after each session to discuss problems and possible solutions. Team members will get to know each other and how each can contribute.

4. Supervisors should be supportive and give the tutor recognition and praise.

5. Supervisors should be aware of frustration in the tutor and help him overcome it. He can be assigned to another center if he isn't happy.

6. Tutors should be encouraged to "reach out" and creatively help children. All educational studies point out that the one of the greatest needs of these children is to be able to talk to adults. Developing verbal skills must precede success in reading and writing, and these children have few opportunities either at home or at school to develop this conversation with adults.

7. Supervisors should have an exit interview with each tutor who drops out and notify CWC Staff so that they can be thanked.

8. Tutors should be encouraged to bring more volunteers.

9. Tutors should be called if they are absent without reporting in. They will be glad to know they are needed.

F. Neighborhood

The supervisor plays a key role in coordinating the center and the neighborhood, this includes;

--Advertising the center in the neighborhood
--Involving the people of the neighborhood--parents as well as children.
Suggested way of doing this:
--Parents night
--Invite neighborhood people to help in the program by serving as tutors, planning special programs, providing and serving refreshments, etc.
--Involve tutors in the neighborhood. For instance:
1. Invite the neighborhood organizer to meet the tutors.
2. Take a trip to the Negro Museum.
3. Invite the tutors to attend a Neighborhood Council meeting.

G. Suggested Extras to enrich the program

a) Club Membership
b) Attendance Awards
c) Special Trips
d) Special Programs

STUDY CENTER EVALUATION FORM
(FOR SUPERVISORS)

Study Center_____

Opening Date:_____ Number of sessions held:_____

Name of Supervisor:_____

Total number of children enrolled during this school year_____

Approximate attendance per session_____

Number of children in each group:

Elementary _____ Junior High _____

Adults _____ Senior High _____

Ethnic group breakdown:

Number of: Caucasians (Anglo)_____ Mexican American _____ Blacks _____

Orientals _____ Others _____

What was done at this center to interest children in coming?

1. School contacts_____
2. Church announcements_____
3. Flyers distributed:
   a. by school
   b. door-to-door
   c. by churches
   d. personal contacts

Do you feel the children attending the center came for:

1. A place to study?
2. Help with homework or basic skills?
3. The individual attention received?
4. Social reasons?
5. Reference materials (dictionary, encyclopedias, etc.)
6. Other

Do you feel the center was able to serve the above needs? (If the answer is "no", can you explain?) Use back of sheet.

Did your center have any special programs, parties, trips, etc.? Use back of sheet.

Can you give specific examples of special efforts by a tutor?

Please indicate your appraisal of the effectiveness of the tutors in helping to serve the following needs of the students:

	very effective	moderately effective	slightly effective	not effective
a. Individual attention:	_____	_____	_____	_____
b. As a model:	_____	_____	_____	_____
c. A positive personal experience:	_____	_____	_____	_____
d. Experience enrichment:	_____	_____	_____	_____
e. Improvement in self image:	_____	_____	_____	_____
f. Motivation:	_____	_____	_____	_____
g. Help with homework:	_____	_____	_____	_____
h. Improvement in study habits:	_____	_____	_____	_____
i. Interest in school:	_____	_____	_____	_____
j. Academic achievement:	_____	_____	_____	_____

Could you give suggestions for improving the program as a whole?

Could you give suggestions for improving the program at your center?

STUDY CENTER EVALUATION FORM
(FOR TUTORS)

1. Study Center_____

2. Were you assigned specific students with which to work?_____

3. If not, how did you determine with which students you would work?

4. On an average, how many students did you work with per session?_____

5. Did you work with the same children on a fairly regular basis?_____

6. Did you have any group sessions for discussion time after center?_____

   How often?

   Was this helpful?

7. Which of the following helped you to become effective in tutoring, if any?

   a. Orientation

   b. Volunteer Guide at orientation

   c. Supervisor

   d. Actual study center experience

   e. After center discussion sessions

8. Do you have any suggestions for improving any of the above? (Use back of sheet)

9. What aspects of the center do you feel help produce the most effective results for the children?

   a. Individual relationship between tutor and child

   b. Supervision of center

   c. Center program content

10. Was there any communication between the center and:

   a. teachers of children?

   b. parents of children?

   c. neighborhood in general?

11. Was the neighborhood involved in your study center?

    1. Parents Night

    2. Residents asked to help:

        a. in tutoring

        b. in supervising

        c. in publicizing centers

        d. other

12. Do you feel the tutors were:

    1. Very effective?

    2. Effective?

    3. Not effective?

    How do you feel the effectiveness of the tutors can be improved?

13. Can you give specific examples of positive effects of the program; academic, social and/or attitudinal?

14. Did your center have any special programs, parties, trips, etc? (Please list)

    1. 3.
    2. 4.

15. In addition to No. 14, did you have any contact with the children outside of regular center hours. Please describe on back of sheet.

16. Can you give suggestions for improving the program as a whole?

17. In what ways did you benefit from this experience?

STUDY CENTER EVALUATION FORM
(FOR STUDENTS)

1. Study Center:_____

2. I attended this study center:

   a. every time _____
   b. often _____
   c. sometimes _____

3. I attended the study center because:

   a. I received help with my schoolwork_____
   b. I liked the tutor_____
   c. My friends came_____
   d. It was fun_____
   e. My parents made me_____
   f. My teacher made me_____
   g. My teacher recommended it_____
   h. It was a good place to study_____

4. The study center made me:

   a. like school better_____
   b. like people better_____
   c. do better schoolwork_____
   d. learn new things_____

5. The best things about the study center were:

   a. the tutor_____
   b. the supervisor_____
   c. the place_____
   d. the help_____
   e. the fun_____
   f. the new things I learned_____
   g. the books, paper, pencils and other materials_____

6. I heard about the study center from:

   a. my teacher_____
   b. a friend_____
   c. a notice_____
   d. my parents_____

7. I would like the study center better if:

   a. there were more tutors_____
   b. there were more books_____
   c. there were more materials, like paints, crayons and games_____
   d. it was quieter_____
   e. there were more new things to do_____

PRINCIPAL

COMMUNITY SERVICES PLANNING COUNCIL OF THE GREATER SACRAMENTO AREA, INC.

TEACHER AIDE PROGRAM

Memo to Principal:_____
(name)

School:_____

You have participated in the cooperative program using community volunteers in the classroom. Now it is time to evaluate the program for improvement next semester. Your comments would be particularly valuable.

1. Would you like the Teacher Aide service continued at your school next semester?

   YES_____ NO_____

2. Has the general reaction of the staff to the Teacher Aide Program been:

   Good?_____

   Fair?_____

   Poor?_____

3. Has the liaison between your school and the Community Services Planning Council been satisfactory?

4. We would appreciate any additional comments, suggestions, or criticism you would like to make.

Thank you,

Leah Chase

Mrs. Gordon Chase
Project Director

LC/dh
4/27/70

COMMUNITY SERVICES PLANNING COUNCIL OF THE GREATER SACRAMENTO AREA, INC.

TEACHER AIDE PROGRAM

School:_____

Memo to Teacher:_____
(name)

Re Teacher's Aide:_____
(name)

As one of the teachers who participated this year in a cooperative program between your school district and the Community Services Planning Council, we are anxious to know about your experience with your volunteer. Your comments are particularly important because we are evaluating the program for consideration and improvement next semester. Please be frank and thorough in your response. We will keep all information confidential.

1. How did you use your volunteer in the classroom?
   Specific: Correcting papers Recording grades
   Preparation of bulletin boards
   Working with individual children
   Working with groups of children
   Story telling Music
   Art Field trips
   Typing

2. Were you satisfied with the work of the Teacher Aides assigned to you?

   Yes_____ No_____(if NO, please comment)

3. Would you please indicate your appraisal of the effectiveness of the Teacher Aide in helping to serve the following needs of the students.

	Very effective	Moderately
a. Individual attention	_____	_____
b. A positive personal experience	_____	_____
c. Experience enrichment	_____	_____
d. Improvement in self-image	_____	_____
e. Motivation	_____	_____
f. Help with school work	_____	_____
g. Academic achievement	_____	_____

4. Would you like to have a volunteer assigned next year?

5. Can you give specific examples of positive effects of the program; academic, social and/or attitudinal?

6. We would appreciate any comments, suggestions or criticisms of the program you would like to make.

Thank you.

Leah Chase

Mrs. Gordon Chase
Project Director

4/27/70

COMMUNITY SERVICES PLANNING COUNCIL OF THE GREATER SACRAMENTO AREA, INC.

TEACHER AIDE PROGRAM

Memo to:_____

School:_____

Teacher:_____

As a volunteer who has participated in the Teacher Aide Program, your comments are essential for the evaluation and improvement of the program. Please be frank and thorough in your response. We will keep your information confidential.

1. Please indicate your degree of satisfaction or dissatisfaction with your placement.

   Dissatisfied_____ Moderately satisfied_____ Highly satisfied_____

   Why?

2. Please describe your contribution as follows:
   (a) Estimate total hours spent during the semester_____
   (b) Exact nature of services performed:

3. Did you feel that your work benefitted the teacher?_____ The pupils?_____
   If pupils, with how many children did you work?_____

4. Would you care to comment on what your volunteer experience has meant to you?

5. Any additional suggestions or comments you would like to make would be greatly appreciated.

Thank you.
Leah Chase

Mrs. Gordon Chase
Project Director

LC/dh
4/27/70

COUNTY OF SACRAMENTO
PROBATION DEPARTMENT
WARREN E. THORNTON, CHIEF PROBATION OFFICER

CARSON CREEK RANCH, STAR ROUTE, BOX 3, LATROBE ROAD, SLOUGHHOUSE, CALIFORNIA 95683

June 1, 1970

Leah Chase
1010 24th Street
Sacramento, California

Dear Leah,

It is a pleasure, Mrs. Chase, to state that the tutor program at the Sacramento County Boys' Ranch this past semester was the most successful yet conducted at the Ranch.

Contributing factors were (1) Al Hardrath, who follows in Ben Bissel's mold. Al really did a job and we really cannot say enough about his contribution, and (2) the selection of tutors. They were truly dedicated, interested and involved with the young men at the Ranch.

The boys here at the Ranch are the benefactors of this program and this is the first time I can remember that we did not have one single incident or complaint from the boys or the tutors. It was a learning experience for the boys and I would say that ideally the tutor program functioned the way it was originated.

A sincere thanks,

John Marti

JOHN MARTI
Assistant Director
Sacramento County Boys' Ranch

JM:jw

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
OFFICE OF THE PRINCIPAL
William Land School
1116 U STREET
SACRAMENTO, CALIFORNIA 95818

June 17, 1970

Dear Mr. and Mrs. Torres,

The Study Hall program has come to another good finish for this year. In fact the enthusiasm was so high at the end that it would be a good point to take off from for next year. The children enjoyed the social events at the end, but also I'm sure that they benefited from the entire program you supervised.
For the many children who look forward to this program I hope you will be anxious to continue working with them next school year.
Thanks for your many hours of service to William Land School.

Sincerely,

John W. Moorhead
Principal

REV. EUGENE NELSON, PASTOR
REV. WILLIAM WANN, ASS'T. PASTOR
MR. LAURENCE J. HUGGETT, D.C.E.

MAILING ADDRESS: P. O. BOX 205
FAIR OAKS, CALIF. 95628
CHURCH PHONE: YO 7-4784

The Presbyterian Church
Fair Oaks, California

May 30, 1970

Mrs. Clara Heidenreich
7324 Sunset Avenue
Fair Oaks, California

Dear Clara:

The Session has asked me to communicate to you their appreciation and gratitude for the extremely capable and effective service you have rendered to both the church and community. The tutoring school year you and your staff have just completed can only be classed as highly successful.

Many, many hours have gone into this school project both in teaching and transportation. However, you have also spent a large block of time in just organizing the school. The Session realizes that these things do not just happen. It takes the dedicated effort of many people. Information we have received about the school indicates that the time was well spent.

The Session wishes to thank you personally for the splendid leadership you have given to this project. Please convey to your staff the appreciation not only of the Session but the entire church.

In Christ's Service,

George Sherman

George B. Sherman
Clerk of Session

FILMED FROM BEST AVAILABLE COPY

June 1,1970

To all concerned,

I would like to express my gratitude to all those persons involved with me in the Neighborhood Study Program at Bell Avenue School. I found my work with the children of some consequence in forming opinions and insights into teaching methods. The experience provided me nostolgic doses of frustration and remuneration, assisting me greatly to understand the learning process. I feel that such a program can only have positive effects in the direction of increased human relations between all persons involved. I have enjoyed working with everyone and can only hope the students benefitted in part as much as I have. Thank you all again, in working to promote understanding as well as education.

Sincerely,
Tom Thomas
Student ARC
Sociology 10
Mr. Glenn Mapes

5622 Walerga Road
Sacramento, CA. 95842
June 11, 1970

Mr. Alfonso Z. Gonzalez
Community Services Planning Council
1010 24th Street
Sacramento, CA. 95816

Mr. Gonzalez:

I will not be able to tutor in the fall because I will be going away to college. The tutoring experience was a warm and rewarding experience for me, and I hope it will be for future tutors.

Thank you for giving me the opportunity to help the children and myself.

Sincerely yours,

Pamela Stevens

Pamela Stevens

FILMED FROM BEST AVAILABLE COPY